Title	Day	Date	Class	Period
Unit 1: Lifestyles in Egypt – Lesson 1				

Lesson	Lesson 1: Daily Activities
Page(s)	4 – 7

1- Learning objectives: *By the end of the lesson, students will be able to:*

- identify and say daily activities in English. ....
- use vocabulary related to daily routines. ....
- talk about what people do in the morning, afternoon and evening. ....
- ask and answer simple questions about daily activities. ....

2- Materials & Resources:

Digital tools	PowerPoint / Video	Flash cards	Pictures
Worksheets	Textbook	Board	Online resources
Student's book	Activity book	Songs	Real objects

3- Strategies:

Lecture		Study circle		Co-operative
Discussion		Problem solving		Team Teaching
Individual		Brain storming		Role playing
Pair work		Inductive		Peer learning
Work groups		Discovery		Project based learning

4- Content:

a- New vocabulary: get up – go to school – have breakfast – go home – do homework – watch TV – play – read – go to bed – morning – afternoon – evening

....

b- New structure: What do you do in the morning / afternoon / evening?
I get up in the morning. ....
I go to school in the morning. ....
I play in the afternoon. ....
I go to bed in the evening. ....

5- Procedures:

a- warm up & revision: *Greet the students. Ask about the days of the week and times of the day.*
Show some pictures and ask: "What's this?" Elicit answers.

....

....

b- Presentation: *Introduce the new vocabulary with pictures and flash cards.*
Listen and repeat. Write the words on the board.
Teach the question and answer structure with examples.

....

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Title	Day	Date	Class	Period
Unit 1: Lifestyles in Egypt – Lesson 1				

Lesson	Lesson 1: Daily Activities
Page(s)	4 – 7

5- Procedures: *(continued)*

c- practice:

- *Activity 1: Listen and number the pictures.* ....
- *Activity 2: Look, read and complete.* ....
- *Activity 3: Ask and answer in pairs.* ....
- *Activity 4: Match the activities with the correct time of day.* ....
- *Activity 5: Write sentences about your daily activities.* ....

....

d- assessment:
Check students' understanding through quick questions and feedback. ....
Use observation during activities and check their worksheets. ....

....

6- Evaluation:

The lesson:
- *Students can identify daily activities.* ....
- *Students can use the new vocabulary correctly.* ....
- *Students can ask and answer about daily routines.* ....

The students:
- *Participate in class activities.* ....
- *Work cooperatively with their peers.* ....
- *Complete the tasks and answer questions.* ....

The teacher:
- *Explains clearly and uses different methods.* ....
- *Motivates students and gives feedback.* ....
- *Achieves the lesson objectives.* ....

Notes:

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Title	Day	Date	Class	Period
Unit 1: Lifestyles in Egypt – Lesson 2				

Lesson	Lesson 2: Places in Our Community
Page(s)	8 – 11

1- Learning objectives: *By the end of the lesson, students will be able to:*

- identify and name common places in the community. ....
- use vocabulary related to places. ....
- ask and answer questions about places. ....
- give directions to places. ....

2- Materials & Resources:

Digital tools	PowerPoint / Video	Flash cards	Pictures
Worksheets	Textbook	Board	Online resources
Student's book	Activity book	Songs	Real objects

3- Strategies:

Lecture		Study circle		Co-operative
Discussion		Problem solving		Team Teaching
Individual		Brain storming		Role playing
Pair work		Inductive		Peer learning
Work groups		Discovery		Project based learning

4- Content:

a- New vocabulary: school – hospital – bank – post office – library – fire station – police station – mosque – church – park – market – museum

....

b- New structure:
Where is the … ? ....
It's next to … . ...
It's between … and … . ...
It's in front of … . ...
It's behind … . ...

5- Procedures:

a- warm up & revision: *Greet the students. Ask about daily activities.*
Show some pictures of places. Ask: "What's this?" Elicit answers.

....

....

b- Presentation: *Present the new vocabulary using pictures and flash cards.*
Write the words on the board and pronounce them.
Teach the new structure with examples and model sentences.

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Title	Day	Date	Class	Period
Unit 1: Lifestyles in Egypt – Lesson 2				

Lesson	Lesson 2: Places in Our Community
Page(s)	8 – 11

5- Procedures: *(continued)*

c- practice:
- *Activity 1: Listen and repeat the words.* ....
- *Activity 2: Look, read and match.* ....
- *Activity 3: Ask and answer in pairs.* ....
- *Activity 4: Complete the sentences with the correct place.* ....
- *Activity 5: Give directions to the places in the map.* ....

d- assessment:
Check students' understanding through questions and answers. ....
Use observation during activities and check their worksheets. ....

6- Evaluation:

The lesson:
- *Students can name common places.* ....
- *Students can use the new vocabulary correctly.* ....
- *Students can ask and answer about places.* ....
- *Students can give simple directions.* ....

The students:
- *Participate in class activities.* ....
- *Work cooperatively with their peers.* ....
- *Complete the tasks and answer questions.* ....

The teacher:
- *Explains clearly and uses different methods.* ....
- *Motivates students and gives feedback.* ....
- *Achieves the lesson objectives.* ....

Notes:

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Title	Day	Date	Class	Period
Unit 1: Lifestyles in Egypt – Lesson 3				

Lesson	Lesson 3: Working Together
Page(s)	12 – 15

1- Learning objectives: *By the end of the lesson, students will be able to:*

- talk about people's jobs and workplaces. ....
- use vocabulary related to jobs and workplaces. ....
- use "He / She / They" to talk about jobs. ....
- ask and answer questions about jobs. ....
- talk about the importance of working together. ....

2- Materials & Resources:

Digital tools	PowerPoint / Video	Flash cards	Pictures
Worksheets	Textbook	Board	Online resources
Student's book	Activity book	Songs	Real objects

3- Strategies:

Lecture		Study circle		Co-operative
Discussion		Problem solving		Team Teaching
Individual		Brain storming		Role playing
Pair work		Inductive		Peer learning
Work groups		Discovery		Project based learning

4- Content:

a- New vocabulary: doctor – teacher – engineer – farmer – nurse – firefighter – driver – chef – office – factory – hospital – school – work – team

....

b- New structure:

He is a doctor. ....
She is a nurse. ....
They are engineers. ....
Where does he / she work? ....
He / She works in a ....
They work in a ....

5- Procedures:

a- warm up & revision: *Greet the students. Ask what they want to be when they grow up.*
Review some jobs and places from the previous lessons.

....

b- Presentation: *Present the new vocabulary using pictures and flash cards.*
Model the structure: He / She / They + is / are + job.
Ask and answer questions using the structure.

....

Title	Day	Date	Class	Period
Unit 1: Lifestyles in Egypt – Lesson 3				

Lesson	Lesson 3: Working Together
Page(s)	12 – 15

5- Procedures: *(continued)*

c- practice:

- *Activity 1: Listen and repeat the words.* ....
- *Activity 2: Look at the pictures and say the jobs.* ....
- *Activity 3: Ask and answer in pairs.* ....
- *Activity 4: Read the sentences and complete.* ....
- *Activity 5: Role play: Talk about your dream job and where you want to work.* ....

d- assessment:

Check students' understanding through quick questions. ....

Use observation during activities and check their worksheets. ....

6- Evaluation:

The lesson:

- *Students can name different jobs and workplaces.* ....
- *Students can use the new structure correctly.* ....
- *Students can ask and answer about jobs.* ....
- *Students understand the value of working together.* ....

The students:

- *Participate in class activities.* ....
- *Work cooperatively with their peers.* ....
- *Complete the tasks and answer questions.* ....

The teacher:

- *Explains clearly and uses different methods.* ....
- *Motivates students and gives feedback.* ....
- *Achieves the lesson objectives.* ....

Notes:

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Title	Day	Date	Class	Period
Unit 1: Lifestyles in Egypt – Lesson 4				

Lesson	Lesson 4: Resources Around Us
Page(s)	16 – 19

1- *Learning objectives:* *By the end of the lesson, students will be able to:*

- identify natural and man-made resources. ....
- use vocabulary related to resources. ....
- talk about how we use and protect resources. ....
- ask and answer questions about resources. ....

2- *Materials & Resources:*

Digital tools	PowerPoint / Video	Flash cards	Pictures
Worksheets	Textbook	Board	Online resources
Student's book	Activity book	Songs	Real objects

3- *Strategies:*

Lecture		Study circle		Co-operative
Discussion		Problem solving		Team Teaching
Individual		Brain storming		Role playing
Pair work		Inductive		Peer learning
Work groups		Discovery		Project based learning

4- *Content:*

a- New vocabulary: water – air – soil – sun – plants – animals – trees – rocks – energy – electricity – paper – plastic – glass – wood – save – protect – reuse – recycle

....

b- New structure:
We get water from ... .
We use ... to ... .
It is important to ... .
We should ... to protect our resources. ....
How can we save ... ? ....

5- *Procedures:*

a- warm up & revision: *Greet the students. Show pictures of resources.*
Ask: "What is this?" Review previous vocabulary.

....

....

b- Presentation: *Present the new vocabulary with pictures and real objects if possible.*
Explain how we use each resource in our daily life.
Teach the structure with examples.

....

Title	Day	Date	Class	Period
Unit 1: Lifestyles in Egypt – Lesson 4				

Lesson	Lesson 4: Resources Around Us
Page(s)	16 – 19

5- *Procedures:* *(continued)*

c- practice:
- *Activity 1: Listen and repeat the words.* ....
- *Activity 2: Look, read and match.* ....
- *Activity 3: Ask and answer in pairs.* ....
- *Activity 4: Complete the sentences with the correct word.* ....
- *Activity 5: Think and write: How can we save water / electricity / paper?* ....

d- assessment:

Check students' understanding through questions and answers. ....
Use observation during activities and check their worksheets. ....

6- *Evaluation:*

The lesson:
- *Students can identify natural and man-made resources.* ....
- *Students can use the new vocabulary correctly.* ....
- *Students can talk about how we use and protect resources.* ....
- *Students can ask and answer questions about resources.* ....

The students:
- *Participate in class activities.* ....
- *Work cooperatively with their peers.* ....
- *Complete the tasks and answer questions.* ....

The teacher:
- *Explains clearly and uses different methods.* ....
- *Motivates students and gives feedback.* ....
- *Achieves the lesson objectives.* ....

Notes:

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Title	Day	Date	Class	Period
Unit 1: Lifestyles in Egypt – Session 5 (Revision & Assessment)				

Lesson	Session 5
Page(s)	Revision of Unit 1 Lessons

1- Learning objectives: *By the end of the lesson, students will be able to:*

– revise the vocabulary of Unit 1. ....

– use the Present Simple correctly. ....

– describe daily routines in Egypt. ....

– ask and answer questions about daily life. ....

– identify synonyms and antonyms. ....

– write simple sentences about daily routines. ....

2- Materials & Resources:

Digital tools		Student's book		Flash cards		Worksheets
Whiteboard		Workbook		Pictures		Others
Audio		Board		Markers		

3- Strategies:

Lecture		Study circle		Co–operative	
Discussion		Problem solving		Team Teaching	
Individual		Brain storming		Role playing	
Pair work		Think–Pair–Share		Peer learning	
Work groups		Questioning		Project based learning	

4- Content:

a- New vocabulary:

hang the laundry – fold clean clothes – drink sugarcane juice – buy baladi bread – roll vine leaves – dust the rug – put away groceries – do the dishes – mud bricks – customs – identity – generation – salute the flag – national anthem – pack schoolbags.

....

b- New structure: Present Simple Tense (Affirmative – Negative – Questions)
Synonyms & Antonyms

....

5- Procedures:

a- warm up & revision: Greet the pupils. Review vocabulary with flashcards. Ask quick questions.

....

b- Presentation: Revise vocabulary and Present Simple. Review the reading texts and pronunciation (/air/ sound).

....

c- practice: Match words with pictures. Complete sentences. Answer comprehension questions.
Ask and answer in pairs using the Present Simple. *Find synonyms and antonyms.*

....

d- assessment: Oral questions – Vocabulary quiz – Grammar exercises – Reading comprehension –
Pair speaking activity – Short writing task.

....

6- Evaluation

The lesson: ....
The students: ....
The teacher: ....

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Title	Day	Date	Class	Period
Unit 2: Our Nature – Lesson 2				

Lesson	Lesson 2: Plants and Their Uses
Page(s)	26 – 29

1- Learning objectives: *By the end of the lesson, students will be able to:*

- identify different plants and their uses. ....
- use new vocabulary correctly in sentences. ....
- ask and answer questions about plants and their uses using the Present Simple. ....

2- Materials & Resources:

Digital tools		Storybooks		Flash cards		Worksheets
Student's book		Workbook		Pictures		Others
Audio		Board		Markers		

3- Strategies:

Lecture		Study circle		Co–operative	
Discussion		Problem solving		Team Teaching	
Individual		Brain storming		Role playing	
Pair work		Think–Pair–Share		Peer learning	
Work groups		Discovery		Project based learning	

4- Content:

a- New vocabulary:

basil – hibiscus – mint – reed – aloe vera – sesame – cotton – papyrus – wheat – barley – flax – olive – grapes – fruit – vegetable – medicine – oil – paper – fabric – food – drink – shelter.

b- New structure:

This plant is called … .
It grows in … .
We use it to … .
It is good for … .
Where does this plant grow?
What do we use it for?

5- Procedures:

a- warm up & revision: Greet the students. Show pictures of some plants.
Ask: "What plants do you know?" Review previous vocabulary.

b- Presentation: Present the new vocabulary with pictures and real objects if possible.
Explain the meaning and use each word in a sentence.
Teach the structure with examples.

c- practice: Students listen and repeat the words.
Do the activities in the Student's Book (*look, read and match – complete – ask and answer*).
Pair work: Ask and answer about plants and their uses.

d- assessment: Oral questions – Matching – Fill in the gaps – Short writing.
Check students' understanding and correct their mistakes.

6- Evaluation

The lesson: The lesson objectives were achieved successfully. Most students identified different plants and explained their uses correctly.

The students: Most students participated actively in class discussions and activities. They were able to use the new vocabulary and language structures correctly. Some students need more practice in speaking and sentence formation.

The teacher: I will provide extra practice activities and worksheets for students who need more support. I will encourage all students to use the new vocabulary in meaningful sentences and real–life situations.

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Title	Day	Date	Class	Period
Unit 2: Our Nature – Lesson 3				

Lesson	Lesson 3: Animals and Their Habitats
Page(s)	30 – 33

1- Learning objectives: *By the end of the lesson, students will be able to:*

- identify different animals and their habitats. ....
- use new vocabulary correctly in sentences. ....
- ask and answer questions about animals and their habitats using the Present Simple. ....

2- Materials & Resources:

Digital tools		Storybooks		Flash cards		Worksheets
Student's book		Workbook		Pictures		Others
Audio		Board		Markers		

3- Strategies:

Lecture		Study circle		Co–operative	
Discussion		Problem solving		Team Teaching	
Individual		Brain storming		Role playing	
Pair work		Think–Pair–Share		Peer learning	
Work groups		Discovery		Project based learning	

4- Content:

a- New vocabulary:

desert – forest – river – sea – mountain – grassland – cave – nest – burrow – coral reef – polar region – protect – species – feed – endangered – survive.

b- New structure:

This animal lives in ... .
It has ... and it can ... .
It eats ... .
It is an important part of ... .
We should protect ... because ... .
Where does this animal live?
What does it eat?

5- Procedures:

a- warm up & revision: Greet the students. Show pictures of different animals and habitats.
Ask: "What animals do you know?" Review previous vocabulary.

b- Presentation: Present the new vocabulary with pictures and real objects if possible.
Explain the meaning and use each word in a sentence.
Teach the structure with examples.

c- practice: Students listen and repeat the words.
Do the activities in the Student's Book (*look, read and match – complete – ask and answer*).
Pair work: Ask and answer about animals and their habitats.

d- assessment: Oral questions – Matching – Fill in the gaps – Short writing.
Check students' understanding and correct their mistakes.

6- Evaluation

The lesson: The lesson objectives were achieved successfully. Most students understood the main ideas and used the new vocabulary and language structures correctly.

The students: Most students participated actively in pair work and class discussions. They answered questions confidently and completed the lesson activities successfully. Some students need more practice in reading comprehension and speaking.

The teacher: I will provide additional reading and speaking activities for students who need more support. I will continue encouraging students to use the new vocabulary and language structures in meaningful, real-life situations.

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Title	Day	Date	Class	Period
Unit 2: Our Nature – Lesson 4				

Lesson	Lesson 4: Protecting Our Environment
Page(s)	34 – 37

1- Learning objectives: *By the end of the lesson, students will be able to:*

- identify ways to protect our environment. ....
- use new vocabulary correctly in sentences. ....
- talk about environmental problems and solutions using the Present Simple. ....
- ask and answer questions about protecting the environment. ....

2- Materials & Resources:

Digital tools		Storybooks		Flash cards	Worksheets
Student's book		Workbook		Pictures	Others
Audio		Board		Markers	

3- Strategies:

Lecture		Study circle		Co-operative	
Discussion		Problem solving		Team Teaching	
Individual		Brain storming		Role playing	
Pair work		Think-Pair-Share		Peer learning	
Work groups		Discovery		Project based learning	

4- Content:

a- New vocabulary:

pollution – litter – recycling – reuse – reduce – greenhouse gases – factory – rubbish – waste – conservation – save energy – water shortage – environment – clean – plant trees.

b- New structure:

We should ...
We must not ...
It is important to ...
If we ... , we can ...
How can we protect our environment?
What can we do to ... ?

5- Procedures:

a- warm up & revision: Greet the students. Show some pictures about environmental problems. Ask: "What can we see?" Review previous vocabulary.

b- Presentation: Present the new vocabulary with pictures and real objects if possible.
Explain the meaning and use each word in a sentence.
Teach the structure with examples.

c- practice: Students listen and repeat the words.
Do the activities in the Student's Book (*look, read and match – complete – ask and answer*).
Pair work: Ask and answer about ways to protect the environment.

d- assessment: Oral questions – Matching – Fill in the gaps – Short writing.
Check students' understanding and correct their mistakes.

6- Evaluation

The lesson: The lesson objectives were achieved successfully. Most students understood the main ideas and used the new vocabulary and language structures correctly.

The students: Most students participated actively in class discussions and activities. They answered questions confidently and completed the lesson tasks. Some students need more practice in speaking and sentence formation.

The teacher: I will provide extra practice activities and worksheets for students who need more support. I will encourage all students to use the new vocabulary and language structures in real-life situations.

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Title	Day	Date	Class	Period
Unit 2: Our Nature – Session 5 (Revision & Assessment)				

Lesson	Session 5: Revision & Assessment
Page(s)	38 – 39

1- Learning objectives: *By the end of the lesson, students will be able to:*

- revise the vocabulary of Unit 2. ....
- use the language structures correctly. ....
- describe nature, plants, animals, and ways to protect the environment. ....
- ask and answer questions confidently. ....
- complete reading and writing activities successfully. ....

2- Materials & Resources:

Digital tools		Storybooks		Flash cards	Worksheets
Student's book		Workbook		Board	Others
Audio		Videos / Pictures		Markers	

3- Strategies:

Discussion	Pair work	Co-operative	Think-Pair-Share
Brain storming	Problem solving	Discovery	Role playing
Lecture	Study circle	Peer learning	Project based learning

4- Content:

a- New vocabulary:

habitat – shelter – survive – environment – pollution – recycling – reuse – reduce – conserve – endangered – wheat – barley – papyrus – basil – hibiscus – cotton – aloe vera – reeds – litter – greenhouse gases – water shortage.

....

b- Language Revision:

- Present Simple.
- We should... / We must... / It is important to...
- How can we protect...?
- Question forms.
- Reading comprehension.
- Writing short paragraphs.

....

5- Procedures:

a- warm up & revision:	Greet the students. Review the vocabulary using flashcards. Ask: "What did we learn in Unit 2?" Review the language structures.
b- Presentation:	Review the vocabulary and language structures. Review the reading texts. Correct common mistakes. Explain difficult vocabulary and answer students' questions.
c- practice:	Students listen and repeat the words. Do the activities in the Student's Book (look, read and match – complete – ask and answer). Pair work: Ask and answer questions about Unit 2.
d- assessment:	Oral questions – Matching – Fill in the gaps – Short writing. Check students' understanding and correct their mistakes.

6- Evaluation

The lesson: The lesson objectives were achieved successfully. Most students reviewed the vocabulary and language structures confidently.

The students: Most students participated actively in class discussions and activities. They answered questions confidently and completed the tasks. Some students need more practice in speaking and writing.

The teacher: I will provide additional revision activities and worksheets for students who need more support. I will continue encouraging students to use the new vocabulary and language structures in real-life situations.

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Title	Day	Date	Class	Period
Unit 3: Heroes and Great People – Lesson 1				

Lesson	Lesson 1: A Great Egyptian Doctor
Page(s)	52 – 53

1- Learning objectives: *By the end of the lesson, students will be able to:*

- identify key ideas about a great Egyptian doctor. ....
- use vocabulary related to achievements and qualities. ....
- use the Past Simple tense correctly. ....
- ask and answer questions about past events and people. ....

2- Materials & Resources:

Digital tools		Storybooks		Flash cards	Worksheets
Student's book		Workbook		Board	Others
Audio		Pictures / Videos		Markers	

3- Strategies:

Lecture	Study circle	Co-operative	Think-Pair-Share
Discussion	Problem solving	Team Teaching	Role playing
Individual	Brain storming	Inductive	Peer learning
Pair work	Discovery	Project based learning	Work groups

4- Content:

a- New vocabulary: doctor – surgeon – discovered – research – cure – treat – patient – hospital – award – famous – worked – invented – tools – helped – achieved – save lives.

....

b- New structure:

He was a great Egyptian doctor.
He worked in …
He discovered …
He treated many patients.
He saved a lot of lives.
What did he do?
When did he work?
Why is he famous?

....

5- Procedures:

a- warm up & revision:	Greet the students. Ask: "Who is your hero?" Show some pictures of famous people. Review the vocabulary of Unit 2 quickly.
b- Presentation:	Present the new vocabulary using pictures and real objects if possible. Read the text about the great Egyptian doctor. Explain the meaning of the words and the ideas of the text. Teach the Past Simple with examples from the text.
c- practice:	Students listen and repeat the words. Do the activities in the Student's Book (look, read and match – complete – ask and answer). Pair work: Ask and answer questions about the text.
d- assessment:	Oral questions – Matching – Fill in the gaps – Short writing. Check students' understanding and correct their mistakes.

6- Evaluation

The lesson: The lesson objectives were achieved successfully. Most students understood the main ideas and used the new vocabulary and language structures correctly.

....

The students: Most students participated actively in class activities and pair work. They answered questions confidently and completed the tasks successfully. Some students need more practice in speaking and writing.

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The teacher: I will provide additional practice activities and worksheets for students who need more support. I will encourage all students to use the new vocabulary and language structures in real-life situations.

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Title		Day	Date	Class	Period
Unit 3: Heroes and Great People – Lesson 2					
Lesson	Lesson 2: A Great Explorer				
Page(s)	54 – 55				

1- Learning objectives: *By the end of the lesson, students will be able to:*

– identify key ideas about a great explorer. ....

– use vocabulary related to exploration and discovery. ....

– use the Past Simple tense correctly. ....

– ask and answer questions about past events and achievements. ....

2- Materials & Resources:

Digital tools		Storybooks		Flash cards	Worksheets
Student's book		Workbook		Board	Others
Audio		Pictures / Videos		Markers	

3- Strategies:

Lecture	Study circle	Co-operative	Think-Pair-Share
Discussion	Problem solving	Team Teaching	Role playing
Individual	Brain storming	Inductive	Peer learning
Pair work	Discovery	Project based learning	Work groups

4- Content:

a- New vocabulary: explorer – journey – discover – map – adventure – ship – ocean – continent – traveled – sail – explored – reached – returned – achievement – brave – courage.

b- New structure:

He was a great explorer.
He traveled to ... .
He discovered ... .
He explored many places.
He was very brave.
When did he travel?
What did he discover?
Where did he go?
Why is he famous?

5- Procedures:

a- warm up & revision:	Greet the students. Ask: "Do you know any explorer?" Show pictures of explorers. Review the vocabulary of Unit 3 – Lesson 1.
b- Presentation:	Present the new vocabulary using pictures and real objects if possible. Read the text about the great explorer. Explain the meaning of the words and the ideas of the text. Teach the Past Simple with examples from the text.
c- practice:	Students listen and repeat the words. Do the activities in the Student's Book (look, read and match – complete – ask and answer). Pair work: Ask and answer questions about the text.
d- assessment:	Oral questions – Matching – Fill in the gaps – Short writing. Check students' understanding and correct their mistakes.

6- Evaluation

The lesson: The lesson objectives were achieved successfully. Most students understood the main ideas and used the new vocabulary and language structures correctly.

The students: Most students participated actively in class activities and pair work. They answered questions confidently and completed the tasks successfully. Some students need more practice in speaking and writing.

The teacher: I will provide additional practice activities and worksheets for students who need more support. I will encourage all students to use the new vocabulary and language structures in real-life situations.

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Title	Day	Date	Class	Period
Unit 3: Heroes and Great People – Lesson 3				

Lesson	Lesson 3: An Egyptian Writer
Page(s)	56 – 57

1- Learning objectives: *By the end of the lesson, students will be able to:*

- identify key ideas about a famous Egyptian writer. ....
- use vocabulary related to writing and books. ....
- use the Past Simple tense correctly. ....
- ask and answer questions about past events and achievements. ....

2- Materials & Resources:

Digital tools		Storybooks		Flash cards	Worksheets
Student's book		Workbook		Board	Others
Audio		Pictures / Videos		Markers	

3- Strategies:

Lecture	Study circle	Co-operative	Think-Pair-Share
Discussion	Problem solving	Team Teaching	Role playing
Individual	Brain storming	Inductive	Peer learning
Pair work	Discovery	Project based learning	Work groups

4- Content:

a- New vocabulary: writer – story – novel – poem – short story – publish – book – reader – article – award – inspire – education – library – talented – characters – ideas.

b- New structure:

He was a famous Egyptian writer.
He wrote ...
He published ...
He inspired many people.
He won many awards.
When did he write?
What did he write?
Why is he important?
What do you think of his work?

5- Procedures:

a- warm up & revision:	Greet the students. Ask: "Do you like reading stories?" Show pictures of books and writers. Review the vocabulary and structures of Unit 3 – Lessons 1 and 2.
b- Presentation:	Present the new vocabulary using pictures and real objects if possible. Read the text about the Egyptian writer. Explain the meaning of the words and the ideas of the text. Teach the Past Simple with examples from the text.
c- practice:	Students listen and repeat the words. Do the activities in the Student's Book (look, read and match – complete – ask and answer). Pair work: Ask and answer questions about the text.
d- assessment:	Oral questions – Matching – Fill in the gaps – Short writing. Check students' understanding and correct their mistakes.

6- Evaluation

The lesson: The lesson objectives were achieved successfully. Most students understood the main ideas and used the new vocabulary and language structures correctly.

The students: Most students participated actively in class activities and pair work. They answered questions confidently and completed the tasks successfully. Some students need more practice in speaking and writing.

The teacher: I will provide additional practice activities and worksheets for students who need more support. I will encourage all students to use the new vocabulary and language structures in real-life situations.

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D.M.RAZK موقع الدكتور محمد رزق معلم الكيمياء التعليمي

Title	Day	Date	Class	Period

Unit 3: Heroes and Great People – Session 5 (Revision & Assessment)

Lesson	Session 5: Revision & Assessment
Page(s)	60 – 61

1- Learning objectives: *By the end of the lesson, students will be able to:*

– revise the vocabulary of Unit 3. ....

– use the language structures correctly. ....

– understand and answer questions about the texts. ....

– write about a hero or a great person using correct sentences. ....

– complete revision activities and the assessment successfully. ....

2- Materials & Resources:

Digital tools		Storybooks		Flash cards		Worksheets
Student's book		Workbook		Board		Others
Audio		Pictures / Videos		Markers		

3- Strategies:

Discussion	Pair work	Co-operative	Think-Pair-Share
Brain storming	Problem solving	Discovery	Role playing
Lecture	Study circle	Peer learning	Project based learning

4- Content:

a- New vocabulary: doctor – explorer – writer – hero – brave – courage – achievement – award – discover – invent – explore – publish – inspire – rescue – volunteer – kind – good deed.

b- Language Revision:
- Past Simple tense.
- He was / He worked / He wrote / He helped ...
- Wh- questions: When – What – Where – Why – How.
- Question forms and short answers.
- Reading comprehension.
- Writing short paragraphs about heroes and great people.

5- Procedures:

a- warm up & revision:	Greet the students. Play a quick review game using flashcards. Ask: "What did we learn in Unit 3?" Review the main vocabulary and structures.
b- Presentation:	Review the vocabulary and language structures. Review the reading texts of Unit 3. Explain any difficult points. Answer students' questions.
c- practice:	Students do the activities in the Student's Book (look, read and match – complete – ask and answer). Pair work: Ask and answer questions about the texts. Write a short paragraph about a hero or a great person.
d- assessment:	Oral questions – Matching – Fill in the gaps – Short writing. Check students' understanding and correct their mistakes.

6- Evaluation

The lesson: The lesson objectives were achieved successfully. Most students reviewed the vocabulary and language structures confidently.

The students: Most students participated actively in class discussions and activities. They answered questions confidently and completed the tasks successfully. Some students need more practice in speaking and writing.

The teacher: I will provide additional revision activities and worksheets for students who need more support. I will continue encouraging students to use the new vocabulary and language structures in real-life situations.

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Title	Unit 4: Resources Around Us – Lesson 2	Day	Date	Class	Period
Lesson	Lesson 2: Taking Care of Resources				
Page(s)	52 – 53				

1- Learning objectives: *By the end of the lesson, students will be able to:*

– identify ways to take care of natural and man-made resources. ....

– use new vocabulary in meaningful sentences. ....

– understand and use "should / shouldn't" to give advice. ....

– read and understand the text. ....

– ask and answer questions about taking care of resources. ....

2- Materials & Resources:

Digital tools		Storybooks		Flash cards	
Worksheets		Board		Others	
Student's book		Audio		Real objects / pictures	

3- Strategies:

Lecture		Study circle		Co-operative	
Discussion		Problem solving		Team Teaching	
Individual		Brain storming		Role playing	
Pair work		Inductive		Peer learning	
Work groups		Discovery		Think – Pair – Share	

4- Content:

a- New vocabulary: save – reuse – reduce – recycle – waste – pollution – clean – protect – turn off – save water – save electricity – plant trees – sort rubbish – use less plastic.

....

b- New structure: *We should + base form of the verb.*

We shouldn't + base form of the verb.

Example: We should save water. / We shouldn't waste electricity.

....

5- Procedures:

a- warm up & revision: – Ask students: *How can we use water and electricity qt home?* What happens if we waste them?

....

b- Presentation: – Present the new vocabulary with pictures and examples.
– Introduce the structure (should / shouldn't) and give examples.

....

c- practice: – Students do exercises in the book (read, match, complete).
– Pair work: Give advice about saving resources using "should / shouldn't".

....

d- assessment: – Ask and answer questions orally.
– Check students' answers in the book and correct.

....

6- Evaluation

The lesson: – Was the objective of the lesson achieved? ....

The students: – Were the students active and involved in the lesson? ....

The teacher: – Did I use effective strategies and activities? ....

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Title	Unit 4: Resources Around Us – Lesson 3	Day	Date	Class	Period
Lesson	Lesson 3: Protecting Our Environment				
Page(s)	54 – 55				

1- Learning objectives: *By the end of the lesson, students will be able to:*

– identify environmental problems and their effects. ....

– use new vocabulary related to the environment in sentences. ....

– understand and use model verbs (should / shouldn't / must / mustn't) in advice. ....

– read and understand the text. ....

– ask and answer questions about protecting the environment. ....

2- Materials & Resources:

Digital tools		Storybooks		Flash cards	
Worksheets		Board		Others	
Student's book		Audio		Real objects / pictures	

3- Strategies:

Lecture		Study circle		Co-operative	
Discussion		Problem solving		Team Teaching	
Individual		Brain storming		Role playing	
Pair work		Inductive		Peer learning	
Work groups		Discovery		Think – Pair – Share	

4- Content:

a- New vocabulary: environment – pollution – air pollution – water pollution – litter – factory – smoke – harm – effect – dangerous – protect – recycle – greenhouse effect – global warming – ozone layer – extinct.

b- New structure:
We should + base form of the verb. (advice)
We shouldn't + base form of the verb.
We must + base form of the verb. (obligation)
We mustn't + base form of the verb.

Example: We should plant trees. / We shouldn't throw rubbish.
We must save water. / We mustn't cut down trees.

5- Procedures:

a- warm up & revision: – Show some pictures (factory, smoke, rubbish, clean park) and ask:
What do you see? What happens when we pollute the environment?

b- Presentation: – Present the new vocabulary with pictures and examples.
– Introduce the model verbs (should / shouldn't / must / mustn't) with examples.

c- practice: – Students do exercises in the book (read, choose, complete).
– Pair work: Give advice to protect the environment using the model verbs.

d- assessment: – Ask and answer questions orally.
– Check students' answers in the book and correct.

6- Evaluation

The lesson: – Was the objective of the lesson achieved? ....

The students: – Were the students active and involved in the lesson? ....

The teacher: – Did I use effective strategies and activities? ....

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Title	Unit 4: Resources Around Us – Lesson 4	Day	Date	Class	Period
Lesson	Lesson 4: Renewable and Non-renewable Resources				
Page(s)	56 – 57				

1- Learning objectives: *By the end of the lesson, students will be able to:*

– identify renewable and non-renewable resources. ....

– use new vocabulary in meaningful sentences. ....

– understand and use "can / can't" to talk about ability. ....

– read and understand the text. ....

– ask and answer questions about using resources wisely. ....

2- Materials & Resources:

Digital tools		Storybooks		Flash cards	
Worksheets		Board		Others	
Student's book		Audio		Real objects / pictures	

3- Strategies:

Lecture		Study circle		Co-operative	
Discussion		Problem solving		Team Teaching	
Individual		Brain storming		Role playing	
Pair work		Inductive		Peer learning	
Work groups		Discovery		Think – Pair – Share	

4- Content:

a- New vocabulary: renewable – non-renewable – sunlight – wind – water – plants – animals – trees – soil – oil – natural gas – coal – minerals – limited – supply – preserve – conserve – energy.

....

b- New structure: *Can + base form of the verb.*
Can't + base form of the verb.

Examples: We can use sunlight to get energy. / We can't make more oil.
We can save water. / We can't waste natural resources.

....

5- Procedures:

a- warm up & revision: – Ask students: *Where do we get energy from?* Which resources are important in our life? Do we use them carefully?

....

b- Presentation:
– Present the new vocabulary with pictures and examples.
– Explain renewable and non-renewable resources.
– Introduce the structure (can / can't) with examples.

....

c- practice:
– Students do exercises in the book (read, match, choose, complete).
– Pair work: Talk about what we can do and what we can't do to save resources.

....

d- assessment:
– Ask and answer questions orally.
– Check students' answers in the book and correct.

....

6- Evaluation

The lesson: – Was the objective of the lesson achieved? ....

The students: – Were the students active and involved in the lesson? ....

The teacher: – Did I use effective strategies and activities? ....

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Title	Unit 4: Resources Around Us – Session 5 (Revision & Assessment)	Day	Date	Class	Period
Lesson	Session 5: Revision & Assessment				
Page(s)	58 – 59				

1- Learning objectives: *By the end of the session, students will be able to:*

– revise and use the vocabulary from Unit 4 correctly. ....

– use the structures (should / shouldn't / must / mustn't / can / can't) in sentences. ....

– read and understand the texts about resources. ....

– listen and answer questions. ....

– complete different exercises. ....

– show teamwork and confidence in assessment activities. ....

2- Materials & Resources:

Digital tools		Storybooks		Flash cards	
Worksheets		Board		Others	
Student's book		Audio		Quiz / Printed tests	

3- Strategies:

Review games		Study circle		Co-operative	
Discussion		Problem solving		Team Teaching	
Individual work		Brain storming		Role playing	
Pair work		Inductive		Peer learning	
Work groups		Discovery		Think – Pair – Share	

4- Content:

a- Revision: *Vocabulary:* natural resources, man-made resources, save, reuse, reduce, recycle, pollution, protect, environment, renewable, non-renewable, energy, conserve, waste, ... etc.

Structures: should / shouldn't – must / mustn't – can / can't.

b- Activities:
- Revise vocabulary through games and group activities.
- Revise the structures with examples.
- Read the revision text and answer the questions.
- Listen to the passage and answer True or False / MCQ.
- Do exercises: (choose – complete – match – reorder – write – answer questions).
- Mini project or pair discussion about saving resources.

5- Procedures:

a- warm up & revision:
– Play a quick vocabulary game (matching / memory).
– Ask questions about previous lessons.

b- Presentation:
– Review key vocabulary and structures.
– Go over difficult points and give examples.

c- practice:
– Students do the revision exercises in the book and worksheets.
– Group / pair activities and discussions.

d- assessment:
– Use short test / quiz / oral questions to assess students.
– Check students' answers and give feedback.

6- Evaluation

The lesson: – Was the objective of the lesson achieved? ....

The students: – Were the students active and involved in the session? ....

The teacher: – Did I use effective strategies and assessment tools? ....

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Title	Unit 5: Made in Egypt – Lesson 1	Day	Date	Class	Period
Lesson	Lesson 1: Famous Egyptian Products				
Page(s)	60 – 61				

1- Learning objectives: *By the end of the lesson, students will be able to:*

- identify some famous Egyptian products. ....
- use new vocabulary in meaningful sentences. ....
- read and understand the text about Egyptian products. ....
- ask and answer questions about products. ....
- show pride in Egyptian products. ....

2- Materials & Resources:

Digital tools		Storybooks		Flash cards	
Worksheets		Board		Others	
Student's book		Audio		Real objects / pictures	

3- Strategies:

Lecture		Study circle		Co-operative	
Discussion		Problem solving		Team Teaching	
Individual		Brain storming		Role playing	
Pair work		Inductive		Peer learning	
Work groups		Discovery		Think – Pair – Share	

4- Content:

a- New vocabulary: cotton – clothes – textiles – carpets – pottery – glass – furniture – sugar – olive oil – perfume – leather – handicrafts – product – factory – market – export – quality.

b- New structure: *This product is made in Egypt.*
These products are made in Egypt.
Egypt is famous for making ....

Example: This carpet is made in Egypt. / Egypt is famous for cotton.

5- Procedures:

a- warm up & revision:
- Ask students: *What Egyptian products do you know?*
- Show some pictures and encourage them to name the products.

b- Presentation:
- Present the new vocabulary with pictures and real examples.
- Introduce the structure (This / These + product(s) + is / are made in Egypt).

c- practice:
- Students do exercises in the book (match, circle, complete).
- Pair work: Ask and answer about products using the new structure.

d- assessment:
- Ask and answer questions orally.
- Check students' answers in the book.

6- Evaluation

The lesson: – Was the objective of the lesson achieved? ....
The students: – Were the students active and involved in the lesson? ....
The teacher: – Did I use effective strategies and activities? ....

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Title	Unit 5: Made in Egypt – Lesson 2	Day	Date	Class	Period
Lesson	Lesson 2: Industries in Egypt				
Page(s)	62 – 63				

1- Learning objectives: *By the end of the lesson, students will be able to:*

– identify different industries in Egypt. ....

– use new vocabulary correctly in sentences. ....

– understand and use the Present Simple. ....

– read and understand the text about Egyptian industries. ....

– ask and answer questions about industries. ....

2- Materials & Resources:

Digital tools		Storybooks		Flash cards	
Worksheets		Board		Others	
Student's book		Audio		Real objects / pictures	

3- Strategies:

Lecture		Study circle		Co–operative	
Discussion		Problem solving		Team Teaching	
Individual		Brain storming		Role playing	
Pair work		Inductive		Peer learning	
Work groups		Discovery		Think – Pair – Share	

4- Content:

a- New vocabulary: industry – factory – worker – engineer – machine – produce – build – assemble – design – fuel – steel – cement – chemical – food processing – shipbuilding.

b- New structure: *People / factories / companies + base form of the verb.*
(Present Simple – He / She / It)

Example: Factories produce many goods in Egypt. / He works in a textile factory.

5- Procedures:

a- warm up & revision:
– Ask students: *What kinds of products are made in Egypt?*
– Show some pictures of factories and talk about what they do.

b- Presentation:
– Present the new vocabulary with pictures and examples.
– Introduce the Present Simple (He / She / It) and give examples.

c- practice:
– Students do exercises in the book (read, match, choose, complete).
– Pair work: Talk about jobs and industries using the new vocabulary and the Present Simple.

d- assessment:
– Ask and answer questions orally.
– Check students' answers in the book.

6- Evaluation

The lesson: – Was the objective of the lesson achieved? ....

The students: – Were the students active and involved in the lesson? ....

The teacher: – Did I use effective strategies and activities? ....

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Title	Unit 5: Made in Egypt – Lesson 4	Day	Date	Class	Period
Lesson	Lesson 4: Egyptian Exports and Their Importance				
Page(s)	66 – 67				

1- Learning objectives: *By the end of the lesson, students will be able to:*

– identify some Egyptian exports. ....

– use new vocabulary in meaningful sentences. ....

– understand and use "because" to give reasons. ....

– read and understand the text about exports. ....

– talk about the importance of exports. ....

– ask and answer questions about exports. ....

2- Materials & Resources:

Digital tools		Storybooks		Flash cards	
Worksheets		Board		Others	
Student's book		Audio		Real objects / pictures	

3- Strategies:

Lecture		Study circle		Co-operative	
Discussion		Problem solving		Team Teaching	
Individual		Brain storming		Role playing	
Pair work		Inductive		Peer learning	
Work groups		Discovery		Think – Pair – Share	

4- Content:

a- New vocabulary: export – import – abroad – foreign country – market – sell – economy – earn – money – important – benefit – support – develop – improve – international.

b- New structure: *Because + subject + verb ..... .*

Examples: We export cotton to many countries. / Egypt earns a lot of money from exports. Exports are important because they support our economy. / We work hard to improve the quality of our products.

5- Procedures:

a- warm up & revision:
– Ask students: *What products from Egypt are sold in other countries?*
– Review some previous vocabulary.

b- Presentation:
– Present the new vocabulary with pictures and examples.
– Introduce the structure (because) with clear examples.

c- practice:
– Students do exercises in the book (read, match, choose, complete).
– Pair work: Talk about why exports are important using "because".

d- assessment:
– Ask and answer questions orally.
– Check students' answers in the book and worksheets.

6- Evaluation

The lesson: – Was the objective of the lesson achieved? ....
The students: – Were the students active and involved in the lesson? ....
The teacher: – Did I use effective strategies and activities? ....

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Title	Unit 5: Made in Egypt – Session 5 (Revision & Assessment)	Day	Date	Class	Period
Lesson	Session 5: Revision & Assessment				
Page(s)	68 – 69				

1- Learning objectives:
By the end of the session, students will be able to:

– revise and use the vocabulary from Unit 5 correctly. ....

– use the structures (Present Simple – sequence words – because) in sentences. ....

– read and understand the texts about products, industries and exports. ....

– listen and answer questions. ....

– complete different exercises. ....

– show teamwork and confidence in assessment activities. ....

2- Materials & Resources:

Digital tools		Storybooks		Flash cards	
Worksheets		Board		Others	
Student's book		Audio		Quiz / Printed tests	

3- Strategies:

Review games		Study circle		Co-operative	
Discussion		Problem solving		Team Teaching	
Individual work		Brain storming		Role playing	
Pair work		Inductive		Peer learning	
Work groups		Discovery		Think – Pair – Share	

4- Content:

a- Revision:

Vocabulary: cotton – clothes – textiles – carpets – factory – machine – produce – export – import – market – sell – economy – earn – important – benefit – support – quality – process – quality control.

Structures: Present Simple – sequence words (first – next – then – after that – finally) – because.

b- Activities:

- Revise vocabulary through games and group activities.
- Revise the structures with examples.
- Read the revision texts and answer the questions.
- Listen to the passage and answer True or False / MCQ.
- Do exercises: (choose – complete – match – reorder – write – answer questions).
- Mini project or pair discussion about Egyptian products and exports.

5- Procedures:

a- warm up & revision:
– Play a quick vocabulary game (matching / memory / board race).
– Ask questions about the previous lessons.

b- Presentation:
– Review key vocabulary and structures.
– Go over difficult points and give clear examples.

c- practice:
– Students do the revision exercises in the book and worksheets.
– Group / pair activities and discussions.

d- assessment:
– Use short test / quiz / oral questions to assess students.
– Check students' answers and give feedback.

6- Evaluation

The lesson: – Was the objective of the lesson achieved? ....

The students: – Were the students active and involved in the session? ....

The teacher: – Did I use effective strategies and assessment tools? ....

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Title	Unit 6: In the Past – Lesson 1	Day	Date	Class	Period
Lesson	Lesson 1: What Did You Do Yesterday?				
Page(s)	70 – 71				

1- Learning objectives: *By the end of the lesson, students will be able to:*

– talk about actions they did yesterday. ....

– use the Past Simple tense correctly in positive and negative sentences. ....

– ask and answer questions using (Did ... ?). ....

– read and understand a short text about yesterday's activities. ....

– write short sentences about what they did yesterday. ....

2- Materials & Resources:

Digital tools		Storybooks		Flash cards	
Worksheets		Board		Others	
Student's book		Audio		Real objects / pictures	

3- Strategies:

Lecture		Study circle		Co-operative	
Discussion		Problem solving		Team Teaching	
Individual work		Brain storming		Role playing	
Pair work		Inductive		Peer learning	
Work groups		Discovery		Think – Pair – Share	

4- Content:

a- New vocabulary: yesterday – visited – watched – played – cleaned – helped – studied – cooked – finished – went – saw – bought – stayed – interesting – fun – busy.

b- New structure: *Past Simple (regular verbs): I played – You played – He/She/It played – We played – They played.*

Past Simple (irregular verbs): I went – You went – He/She/It went – We went – They went.

Did + subject + base form ... ? Yes, I did. / No, I didn't.

Examples: I played football yesterday. / He watched a movie. / Did you visit your grandparents? Yes, I did. / No, I didn't.

5- Procedures:

a- warm up & revision:
- Ask students: *What did you do last weekend?*
- Show some pictures and ask students to name the actions.

b- Presentation:
- Present the new vocabulary with pictures and real examples.
- Introduce the Past Simple (regular & irregular verbs) with clear examples.
- Explain how to ask and answer using (Did ... ?).

c- practice:
- Students do exercises in the book (match, complete, choose).
- Pair work: Ask and answer about yesterday's activities.

d- assessment:
- Ask and answer questions orally.
- Check students' answers in the book and worksheets.

6- Evaluation

The lesson: – Was the objective of the lesson achieved? ....

The students: – Were the students active and involved in the lesson? ....

The teacher: – Did I use effective strategies and activities? ....

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Title	Unit 6: In the Past – Lesson 3	Day	Date	Class	Period
Lesson	Lesson 3: What Was He / She Doing?				
Page(s)	74 – 75				

1- Learning objectives:
By the end of the lesson, students will be able to:

– use the Past Continuous tense correctly in positive and negative sentences. ....

– ask and answer questions using (What was … doing? / When was … doing?). ....

– understand and read a short text about actions in progress in the past. ....

– compare between Past Simple and Past Continuous. ....

– write short sentences about what people were doing yesterday. ....

2- Materials & Resources:

Digital tools		Storybooks		Flash cards	
Worksheets		Board		Others	
Student's book		Audio		Real objects / pictures	

3- Strategies:

Lecture		Study circle		Co-operative	
Discussion		Problem solving		Team Teaching	
Individual work		Brain storming		Role playing	
Pair work		Inductive		Peer learning	
Work groups		Discovery		Think – Pair – Share	

4- Content:

a- New vocabulary: reading – watching TV – listening to music – playing football – doing homework – cooking – talking on the phone – washing – cleaning – sleeping.

b- New structure:

Past Continuous Tense: (was / were) + subject + verb (base + ing) + …

I was reading. – He / She / It was reading. – We / You / They were reading.

I was not (wasn't) reading. – He wasn't / She wasn't / It wasn't reading.

We weren't / You weren't / They weren't reading.

Questions:

What was I / he / she / it doing? We / you / they were …

When was I / he / she / it doing? We / you / they were …

Examples:

He was watching TV at 8 o'clock last night.

What were you doing at 7 o'clock yesterday?

We weren't playing football. We were studying.

5- Procedures:

a- warm up & revision:
- Ask students: *What did you do yesterday?* (Review Past Simple)
- Show pictures and ask: *What were they doing?* (Activate prior knowledge)

b- Presentation:
- Present the new vocabulary with pictures and examples.
- Introduce the Past Continuous tense with clear examples on the board.
- Explain the difference between Past Simple and Past Continuous.

c- practice:
- Students do exercises in the book (read, choose, complete, answer).
- Pair work: Ask and answer about what they were doing yesterday.

d- assessment:
- Ask and answer questions orally.
- Check students' answers in the book and worksheets.

6- Evaluation

The lesson: – Was the objective of the lesson achieved? ....

The students: – Were the students active and involved in the lesson? ....

The teacher: – Did I use effective strategies and activities? ....

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